DOCUMENT RESUME

ED 037 139 FL 001 641

AUTHOR Strasheim, Lorraine A.
TITLE Target: Methods; A Program for the Improvement of Foreign Language Teacher Preparation Programs in Indiana Colleges and Universities, 1965-1967.
INSTITUTION Indiana Univ., Bloomington. Indiana Language Program.
SPONS AGENCY Ford Foundation, New York, N.Y.
PUB DATE May 67
NOTE 56p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.90
DESCRIPTORS Administration, *Articulation (Program), Colleges, Conference Reports, Cooperating Teachers, Educational Coordination, Educational Diagnosis, *Educational Objectives, Educational Programs, *Higher Education, *Language Instruction, Methodology, Methods Courses, Methods Research, Methods Teachers, Program Effectiveness, Second Language Learning, Teacher Certification, *Teacher Education
IDENTIFIERS *Indiana Language Program

ABSTRACT

This project of the Indiana Language Program (ILP) directs its efforts to teacher education and instructional methodology in foreign languages. Five stages involved in the ILP foreign language work focus on: (1) identification of practices in foreign language methods in colleges and universities, (2) establishment of dialogue among methods teachers, (3) enlistment of support from administrators and cooperating teachers, (4) establishment of priorities from the "Guidelines for Teacher Education Programs in Modern Language," and (5) seminars on content, materials, and teaching techniques for the methods course in foreign language teaching. This booklet recapitulates progress in these areas through: (1) the Conference on Methods of Teaching Foreign Languages, (2) the Invitational Conference on Foreign Language Teacher Education and Certification, (3) the "Guidelines for Teacher Education Programs in Modern Foreign Languages," (4) Foreign Language Institutes for Cooperating Teachers, (5) the Second Conference on Foreign Language Teacher Preparation, (6) the First Methods Seminar and (7) "Show and Tell," an address by Alfred N. Smith. The material covers events dating from 1965 through 1967. (RL)

ED037139

A Project of the Indiana Language Program

T A R G E T : M E T H O D S

By

Lorraine A. Strasheim

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A Program for the Improvement of Foreign Language Teacher Preparation Programs in Indiana Colleges and Universities

1965-1967

Indiana Language Program
101 Lindley Hall
Indiana University
Bloomington, Indiana 47401

Clemens L. Hallman, Acting Director

FL 001 641

THE INDIANA LANGUAGE PROGRAM

This booklet is a project of the INDIANA LANGUAGE PROGRAM (ILP), a unique ten-year program at Indiana University designed to extend and improve foreign language learning in the schools of the State. Working in close cooperation with the State Department of Public Instruction, administrators' and teachers' associations, and public school corporations, as well as Indiana's universities and colleges, the ILP is supported by a grant from the Ford Foundation.

TABLE OF CONTENTS

	Pages
FOREWORD	
IDENTIFICATION	1
DIALOGUE The Conference on Methods of Teaching Foreign Languages Butler University: Indianapolis, Indiana November 6, 1965	5
ARTICULATION Invitational Conference on Foreign Language Teacher Education and Certification Indiana University Medical Center: Indianapolis, Indiana May 24, 1966	10
The NASDTEC-MLA Guidelines for Teacher Education Programs in Modern Foreign Languages	13
Foreign Language Institutes for Cooperating Teachers Indiana University: Bloomington, Indiana August 8-13 and 15-20, 1966	17
SELF-EVALUATION The Second Conference on Foreign Language Teacher Preparation Indiana University: Bloomington, Indiana December 10, 1966	23
APPLICATION First Methods Seminar Indiana University: Bloomington, Indiana May 19-20, 1967	31
Show and Tell (address) Alfred N. Smith	39

F O R E W O R D

The work of the Indiana Language Program in the area of foreign language methods has involved five stages:

1. The identification of practices in foreign language methods courses in Indiana colleges and universities;

2. The establishment of dialogue among the methods teachers of the State;

3. The enlistment of support and assistance from two sources vital to the success of the methods teacher and the teacher training process: administrators and cooperating teachers;

4. The establishment of priorities from the NASDTEC-MLA Guidelines for Teacher Education Programs in Modern Foreign Languages for implementation in Indiana colleges and universities; and

5. Practical seminars for the evolution of some State-wide consensus on the areas of content, materials, and teaching techniques for the methods course in foreign language teaching.

All of these activities have been sponsored by the Indiana Language Program in cooperation with the Indiana State Advisory Committee for Foreign Languages and the Indiana State Department of Public Instruction. The director and the guiding spirit in all this "methods" work has been Clemens L. Hallman.

LAS
May 1967

IDENTIFICATION

On May 22, 1965, the Indiana State Advisory Committee for Foreign Languages, acting in its dual capacity as adviser to both the Indiana Language Program and to the Indiana State Department of Public Instruction, recommended that a concerted effort be made to strengthen teacher education programs in Indiana colleges and universities. As a first step toward this goal, a State-wide conference dealing with the "methods" course for prospective elementary and secondary foreign language teachers was organized and held at Butler University on November 6, 1965. This Conference was designed to identify the practices and types of programs in existence in the State's teacher training institutions and to make some general recommendations and observations concerning the professional preparation of foreign language teachers. The Co-Directors of this Conference were Clemens L. Hallman and George E. Smith of the Indiana Language Program.

As a preliminary to this Conference, questionnaires concerning the methods courses offered by institutions of higher education for prospective foreign language teachers were mailed to all the known methods teachers in the State. In addition, questionnaires were mailed to those institutions where the names of the methods teachers were not available. Results of this survey follow.

Definition of "methods": The following definition of the term "methods" was used in the questionnaire: "A college course which has as its primary purpose the training of future elementary or secondary school foreign language teachers, including foreign language pedagogy, instructional materials, etc."

Data Interpretation: In order that the interpretation of this survey be meaningful, the following statistics should be considered:

1. Out of thirty-one (31) questionnaires mailed to institutions of higher education, twenty-six (26) responded. Data from twenty (20) are reported herein. Six (6) institutions reported that they did not offer a methods course at that time. This shows a response of 84 per cent, a fairly representative sample of the current methods situation in Indiana.

2. Since several institutions employ more than one methods teacher, data reported in this summary represent the individual responses. The number of individual responses tallied is twenty-nine (29).

Results of Survey

I. Sequence and Exposure

A. How often is the course offered?

1. Every semester..... 8
2. One semester a year 6
3. On demand..... 6
4. Two out of three terms..... 2
5. One out of three terms..... 6
6. Every two years..... 1

B. Does the student take the course in the semester preceding student teaching? If not, when?

1. Yes.....13
2. Fixed time every year..... 3
3. Concurrently..... 6
4. Same semester but preceding student teaching..... 6
5. Two semesters preceding..... 1

C. Estimate the number of contact hours per week.

1. One and one-half hours per week..... 1
2. Two hours per week.....13
3. Three hours per week.....10
4. Four hours per week..... 1
5. Five hours per week..... 3

D. How many weeks in the methods course?

1. Lowest number of weeks..... 2
2. Highest number of weeks.....18

II. The Course

A. Do you offer a separate methods course for each foreign language?

1. Yes.....12
2. No.....17

B. Estimate approximate enrollment by course.

1. 0-5.....10
2. 6-10..... 9
3. 11-15..... 3
4. 16-20..... 3
5. 21-25.....1
6. 26-30.....2
7. Over 30.....1
8. Unknown.....2

C. Do students see "live" classroom teaching demonstrations during the course?

1. Yes.....26
2. No..... 3

D. Do students "practice teach" in the methods course?

1. Yes.....24
2. No..... 5

E. Instruction concerning:

1. How to teach listening, speaking, reading, and writing?

a. All skills.....27
b. Only listening, reading, speaking..... 1
c. Only speaking, reading..... 1

*2. Use and preparation of instructional media?

a. Yes.....26
b. No..... 3
c. Types of media indicated:

Overhead projector..... 8	Maps..... 2
Charts..... 8	Flash cards..... 3
Tapes.....19	Records..... 3
Films..... 7	Realia..... 1
Television..... 1	Other.....10
Slides..... 6	

3. Use and purpose of electromechanical aids (language laboratories, recorders, etc.)?

a. Yes.....29

*4. Testing and evaluation

a. Yes.....25
b. No..... 3
c. Unknown..... 1

5. Teaching at advanced levels?

a. Yes.....16
b. No.....13

*6. Preparation and organization of daily and unit lesson plans?

a. Yes.....27
b. No..... 2

7. Applied or contrastive linguistics?

a. Yes.....16
b. No.....12

*8. Psychology of learning?

a. Yes.....18
b. No.....11

9. Use and evaluation of current foreign language textbooks and supplementary materials?

a. Yes.....28
b. No..... 1

*10. The role of foreign languages in the total curriculum?

a. Yes.....19
b. No.....10

11. Professional language organizations and publications?

a. Yes.....24
b. No..... 4
c. Unknown..... 1

F. Do you use films and/or other media (e.g., overhead, slide projector, etc.) in the course?

1. Yes.....24
2. No..... 5

G. Have you had elementary or secondary school experience as a foreign language teacher?

1. Yes.....22
2. No..... 7

---

* NOTE: The questionnaire asked teachers to indicate any parts of item II that were covered in courses other than the methods courses. Approximately 21 per cent of the responses indicated that parts 2, 4, 6, 8, and 10 were covered in other education courses.

DIALOGUE

The Conference on Methods of Teaching Foreign Languages

Butler University
Indianapolis, Indiana

November 6, 1965

The program of The Conference on Methods of Teaching Foreign Languages consisted of a panel of first year foreign language teachers discussing "College Methods and Classroom Practice," an address by Mr. F. André Paquette, Director of Teacher Preparation and Testing, Modern Language Association of America, concerning the preliminary draft of the NASDTEC-MLA Guidelines for Teacher Education Programs in Modern Foreign Languages,* and discussion groups. The results of the discussion groups fell into two broad areas: general recommendations concerning professional education and the methods course.**

General Recommendations Concerning Professional Education

1. Wherever possible, a separate methods course should be offered for each foreign language. Where this is not possible, a "team" approach might be used in a general foreign language methods course with personnel from each language department represented in the class.

2. Care should be taken in the selection of a methods teacher. Depth of training in the language field alone does not qualify anyone to teach a methods course.

3. Institutions preparing foreign language teachers should have a good, up-to-date curriculum library, including most of the basic classroom text-books, supplementary material, films, tapes, records, and the like.

4. The person teaching the methods course should also be involved in the student teaching program. Such an arrangement can offer many advantages, especially in the articulation of theory and practice.

5. Any effort to strengthen local teacher education programs should entail

---

* The December 10, 1966, Second Conference on Foreign Language Teacher Preparation was devoted entirely to the NASDTEC-MLA Guidelines.

** Proceedings on the Conference on Methods in Foreign Language Education, edited by Clemens L. Hallman, 1966, available from the Indiana Language Program, 101 Lindley Hall, Indiana University, Bloomington, Indiana 47401.

the use of the criteria (guidelines) developed by the Modern Language Association of America.

6. Consideration should be given to increasing the scope of the methods course even if it means expanding the professional preparation program. Institutions should consider the establishment of a five-year teacher preparation program.

7. Colleges and universities may wish to consider the possibility of offering a methods course, or a special seminar, in conjunction with student teaching. In case the first is not possible, the latter could prove effective if its purpose was to discuss practical, everyday teaching problems, and if it was offered in addition to the college foreign language methods course.

8. There should be a required methods course at the graduate level, especially for "master of arts in teaching" candidates.

9. Teacher training institutions should be concerned with the potential influence of the school cooperating (critic, supervising) teacher on the future foreign language teacher. The selection of a cooperating teacher is of the utmost importance in the training program of the foreign language teacher.

The Methods Course

I. The methods course for school foreign language teachers should include:

A. Instruction concerning the contributions of related disciplines.

Students need to become acquainted with the historical bases of foreign language pedagogy as well as to realize the valuable contributions of such areas as psychology, anthropology, and linguistics. As teachers they must be aware of the nature of language learning, contrastive analysis, and, more importantly, know how these areas affect classroom learning, techniques, and materials.

B. Practical and specific information concerning classroom presentation.

There is a great need for prospective teachers to know the various teaching techniques employed in classroom presentations. A methods course should include down-to-earth instruction relative to the preparation of a lesson plan, what and how much to include in it, and what a teacher should do the very first day of class. In addition, instruction should deal with how to "spark" a given textbook, including how and where to obtain realia and other necessary teaching aids.

C. Discussion concerning objectives and practical, realistic goals of foreign language study.

Students should be made aware of the end goals of language study as well as of the goals at the various levels of instruction. Furthermore, they should be apprised of the various methods and instructional materials needed to meet such goals.

D. Frequent observations of elementary and/or secondary school teaching.

Students should be required to observe actual teaching of the foreign language they plan to teach prior to the student teaching experience. "Live" demonstrations are the best, however, closed-circuit TV, films, and kinescopes showing good teaching practices can serve as a useful substitute.

The observations of the prospective teacher should be both required and structured. The student should be advised as to specific techniques to identify. Before the observations, criteria relative to good teaching practices should be well-defined. There should be some definite evaluative report after these observations, either written or oral.

E. Instruction concerning the purpose, the value, and the use of instructional media, including language laboratories.

Future teachers should learn how to use such media as overhead, film, and filmstrip projectors, tape recorders, splicers, and erasers, and how to prepare transparency overlays, tapes, and all such media. The instructor should identify the advantages and limitations of each type of media in foreign language instruction. In this regard the audio-visual center can render invaluable service.

The prospective teacher should not only be introduced to laboratory theory, but must be involved in an actual physical introduction to the laboratory. Instruction should include all the various types of laboratory installations and their functions. The methods instructors should attempt to use some of these media in their teaching.

F. Discussion of criteria for the selection of instructional material.

The methods teacher should be familiar with a reasonable number of instructional materials, including textbooks. A textbook study is invaluable not only because the beginning teacher may have to select a textbook, but also because the novice teacher may have to adapt a textbook already in use in the school in which he has been employed. In Indiana, discussion should most certainly center around the textbooks on the "state adopted" list.

In this connection it is absolutely imperative that the institution preparing foreign language teachers have an up-to-date curriculum library. Teachers must be acquainted with the various textbooks, the teaching approaches best used with the different texts, and be taught how to choose a textbook and other material that will best fulfill the desired and defined goals. The prospective foreign language teacher must also learn how to judge a text's appropriateness for a specific age group.

Special attention should be given to the selection of supplementary instructional material and to professional references and resources for the teacher.

G. Evaluation of pupil achievement and means of measurement.

A methods course should definitely include instruction on testing and evaluation--why, how, and when to test, and which tests to use. In addition, standardized and teacher-made tests should be discussed as to their values, uses, and shortcomings, and how to assess them.

The future foreign language teacher should know how to evaluate all language skills, especially speaking and listening comprehension skills.

H. Instruction concerning age levels and articulation.

Students should understand what may be expected from a certain age level and the different teaching approaches and techniques most effective at the various levels. Teachers at the secondary level need to know what goes on both in the elementary school and at college and university levels.

The problem of sequence and of smooth articulation between language levels is a critical area in foreign language learning and should definitely be included in the teacher preparation program.

I. Discussion on professionalism.

Every foreign language teacher should be a professional person. Every prospective foreign language teacher should be aware of, and be encouraged to join, professional language and pedagogical organizations.

J. Practice or "bit" teaching during the methods course.

Every methods student should be required to present a sample lesson during the methods course. This might be done with his peers for a class, through school-laboratory facilities, closed-circuit television facilities, and the like. This activity should be required prior to student teaching.

II. The following weaknesses of methods courses were identified:

A. There was no training in textbook evaluation and selection, no opportunity to examine various texts and other materials.

B. Student teachers were not required to practice preparing lessons or to present a lesson.

C. There was no demonstration of teaching techniques.

D. There was little or no opportunity to observe good foreign language teachers at various levels.

E. There were disadvantages to having students majoring in different languages in the same methods class.

F. There was no instruction in the use of the various types of equipment or in the use of the language laboratory.

G. Methods teachers talked about the "ideal" situation, but this information was not applicable in the classroom the following year.

All of the above information on professional education and on the methods course was evolved in the small group discussions of the seventy participants. This information has been included in this form so that the continuing development and growth of the methods teachers in the pursuits of the betterment of teacher preparation programs in foreign language can be more readily appreciated.

There were the following outcomes from this first of the "methods" activities of the Indiana Language Program, the State Advisory Committee for Foreign Languages, and the Indiana State Department of Public Instruction:

1. Some assessment of the practices of methods teachers in Indiana colleges and universities was made;

2. Some recommendations and resolutions were developed in the small group discussions concerning the methods course and professional teacher preparation; and

3. Communication lines were established between and among the methods teachers in the various Indiana colleges and universities.

The most important aspect of The Conference on Methods in Foreign Language Education was, of course, the establishment of the precedent for meetings of methods teachers to share their ideas and their problems.

ARTICULATION

The succeeding activities of the Indiana Language Program in cooperation with the State Advisory Committee for Foreign Languages and the Indiana State Department of Public Instruction were twofold: the first of these involved an Invitational Conference on Foreign Language Teacher Education and Certification in the spring of 1966 and the second two Foreign Language Institutes for Cooperating Teachers that summer. Both were directed toward "articulation" with other levels in the teacher preparation process.

Phase I

Invitational Conference on Foreign Language Teacher Education and Certification

Indiana University, Medical Center
Indianapolis, Indiana

May 24, 1966

The participants in this Conference were from the ranks of foreign language teaching and from the various phases of teacher preparation and certification. The purpose of this meeting was to determine the reactions of both foreign language and education people to the NASDTEC-MLA Guidelines by presenting them to a cross-section of that group.

Professor John E. Reisert of the School of Education of Indiana University summed up the alternatives before the group concerning the Guidelines. He identified these alternatives as:

1. promotional: for the Guidelines to be sent to each institution and the institutions encouraged to use them;

2. regulatory: for the Guidelines to be incorporated into accreditation standards.

Professor Reisert organized the Guidelines into the following priorities:*

1. immediate goals: part D., items 1, 2, 3, 5;
2. middle-range goals: part D, items 4, 6, 7, 9;
3. long-range goals: part D, items 8, 10.

* Professor Reisert later "keynoted" the December 10, 1966, Conference sponsored by the Indiana Language Program which set out to accomplish the establishment of priorities.

He suggested that the following machinery might be used: 1) first, determine the alternatives, 2) choose priorities, 3) present the Guidelines to the teacher training and license commission and ask that they be made a part of the accredited standards or perhaps part of the "code," and 4) implementation.

At the conclusion of the Conference it was felt that the Indiana Language Program had been given a "green light" by the participants. Small colleges were represented at this Conference, and they voiced no reservations concerning the possibility of the Guidelines becoming part of state accreditation procedures.

Clemens L. Hallman, who chaired this meeting, reported afterward:

> I think that we have the necessary reaction and support from the participants to move ahead with the promotion of the Guidelines as part of teacher certification and teacher preparation programs in Indiana. I believe that the next step would be to organize a conference in the fall on teacher training that would involve all persons in institutions of higher education which prepare foreign language teachers. At this conference, we would discuss the Guidelines in much the same way we did at this conference and hope to elicit reaction from other small institutions and large universities.

"Articulation" and communication had been initiated.

The NASDTEC-MLA Guidelines

The Modern Foreign Language Teacher Preparation Study of the Modern Language Association began with the appointment of a full-time director in the spring of 1964. Coupled with the invitation from the National Association of State Directors of Teacher Education and Certification (NASDTEC) that same year for representatives of professional organizations from all academic fields to participate in a cooperative program to develop guidelines for teacher education programs, the MLA-MFL Teacher Preparation Study was well launched.

Five one-day regional conferences were organized for the academic year 1964-65; four in cooperation with MLA regional affiliates and one in conjunction with the Northeast Conference on the Teaching of Foreign Languages. A work paper, prepared by the director for these meetings, compared the relevant portions of NASDTEC Circular No. 351 and the Standards Statement issued by the MLA-sponsored conference held in December, 1963. About thirty members of the foreign language teaching profession and NASDTEC officials from the region participated in each meeting.

Over twenty state meetings sponsored by foreign language organizations and state education agencies were also held to discuss the work papers. The work papers were also discussed at the Teacher Training Conference of the 1965 MLA Annual Meeting. A special meeting was held with specific reference to the preparation of modern foreign language teachers for elementary schools, and two other meetings were called, one for the discussion of methods courses for beginning college teachers and one on the content of the methods course for school foreign language teachers.

The work papers were also sent for comment to over six hundred foreign language departments in colleges and universities and to the heads of six hundred departments, schools, and colleges of education. Eight thousand copies of the work papers were distributed and the Director received over two hundred letters with detailed comments, many summarizing departmental meeting discussions.

The Director presented a tentative form of the Guidelines to the NASDTEC members in June, 1965, having obtained their cooperation in May, 1964. It is estimated that over five hundred members of the foreign language teaching profession and forty-six NASDTEC members participated in the project.

Four successive drafts of the Guidelines were prepared by the Director, each of which was sent to selected members of the foreign language teaching profession and NASDTEC. In October, 1965, a nearly final version of the Guidelines was prepared. In November, 1965,* after minor stylistic recommendations, the MLA Foreign Language Program Advisory Committee endorsed the Guidelines and recommended their wide distribution. NASDTEC approved the Guidelines in April, 1966.

The Guidelines for Teacher Education Programs in Modern Foreign Languages, the recommendations of the Modern Foreign Language Teacher Preparation Study of the Modern Language Association in cooperation with the National Association of State Directors of Teacher Education and Certification with the support of the Carnegie Corporation of New York, follow.

GUIDELINES FOR TEACHER EDUCATION PROGRAMS IN MODERN FOREIGN LANGUAGES

A. The Preparation of the American School Teacher

The preparation of a teacher in this country usually consists of: general education, courses and experiences which help him to become a well-educated person; academic specialization, courses and experiences which help him become proficient in an area of concentration; and professional education, courses and experiences which help him prepare himself as an educator.

The statement which follows is concerned only with academic specialization and professional education. It is intended to define the role of the modern foreign language teacher, to state the minimal competence which should be provided by a training program, and to characterize such a program.

B. The Modern Foreign Language Teacher in American Schools

The teacher of a modern foreign language in American schools is expected to:

1. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).

* A preliminary form of the Guidelines was presented to The Conference on Methods of Teaching Foreign Languages held at Butler University on November 6, 1965.

2. Present the language as an essential element of the foreign culture and show how that culture is similar to and different from that of the United States.

3. Present the foreign literature in such a way as to bring the students to understand it and appreciate its values.

4. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.

5. Correlate his teaching with that in other areas.

6. Evaluate the progress and diagnose the deficiencies of student performance.

C. Minimal Objectives for a Teacher Education Program in Modern Foreign Languages*

The program to prepare a beginning modern foreign language teacher must provide him with the opportunity to develop:

1. Ability to understand conversation at normal tempo, lectures, and news broadcasts.

2. Ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.

3. Ability to read with immediate comprehension prose and verse of average difficulty and mature content.

4. Ability to write a simple "free composition," such as a letter or message, with clarity and correctness in vocabulary, idiom, and syntax.

5. An understanding of the differences between the sound systems, forms, and structures of the foreign language and of English and ability to apply this understanding to modern foreign language teaching.

6. An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own. Firsthand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.

7. Knowledge of the present-day objectives of modern foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of

* Based on the "Good" level of the "Qualifications for Secondary School Teachers of Modern Foreign Languages," The Bulletin of The National Association of Secondary School Principals, XXXIX (November 1955), as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," PMLA, LXXVII September 1962, Part 2.

specialized techniques, such as educational media, and of the relation of modern foreign language study to other areas of the curriculum. Ability to evaluate the professional literature of modern foreign language teaching.

D. Features of a Teacher Education Program in Modern Foreign Languages

An institution that seeks approval of its modern foreign language teacher education program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competences named above. It is characterized by the features listed below.

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program. The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

2. The institution evaluates the previous language experience of all applicants for admission to the institution as well as that of applicants to the modern foreign language teacher education program through the use of proficiency tests in the four language skills. It uses the results of such evaluation for student placement in modern foreign language instruction.

3. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the seven areas of competence outlined in section C above, the institution offers, or provides by special arrangement, instruction in:

   a. The four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of the written language through books, newspapers, magazines, documents, etc.

   b. The major works of the literature. This instruction is largely or entirely in the foreign language.

   c. Other aspects of the culture and civilization. The instruction includes the study of the geography, history, and contemporary civilization.

   d. Language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English.

e. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization including the place of foreign languages in the curriculum.

f. Methods of teaching modern foreign languages. A study of approaches to, methods of, and techniques to be used in teaching a modern foreign language. There is instruction in the use of the language laboratory and other educational media.

4. The institution provides an opportunity for systematic, supervised observation of a variety of modern foreign language teaching situations of differing quality in elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.

5. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be a modern foreign language teacher.

6. The institution has a staff whose combined competences are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced foreign language teachers and are themselves proficient at least to the level of "Good" in the seven areas of competence. In addition, the cooperating teachers are interested in having student teachers work under their supervision.

7. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.

8. The institution provides all students of modern foreign languages with such opportunities for reinforcement of their classroom learning as a language laboratory, foreign films, plays, and lectures; language reading and listening rooms with books, periodicals, records, and tapes; language houses and language tables.

9. The institution, if it does not have its own program outside the United States, calls to the attention of all foreign language majors specific foreign study programs which have been carefully selected.

10. A candidate's achievement in the seven areas of competence is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.

Phase II

Foreign Language Institutes for Cooperating Teachers

Indiana University
Bloomington, Indiana

August 8-13 and 15-20, 1966

As a project of the Indiana Language Program, two one-week foreign language institutes for selected Indiana secondary school (7-12) cooperating teachers of French, German, Latin, and Spanish were held at Indiana University in the summer of 1966. All secondary school foreign language teachers who served, or planned to serve, as cooperating, critic, or supervising teachers for foreign language student teachers from any institution of higher learning in the State of Indiana were eligible.

These cooperating teachers were given a daily set of classes which included:

1. Language Practice
2. Instructional Media
3. Foreign Language Pedagogy
4. Supervision and Curriculum
5. Evaluation and Guidance of Student Teachers
6. Materials and Evaluation

The purpose of the project which both groups of cooperating teachers undertook was to examine, describe, and define the roles of the student teacher, the cooperating teacher, and the supervisor of student teaching. As a necessary adjunct to such an undertaking, some recommendations for teacher education programs, of course, came out of the project.

Fifty-seven secondary school teachers took part in these Institutes. Clemens L. Hallman directed both of the Foreign Language Institutes for Cooperating Teachers.

General Recommendations

1. The student teacher should be required to do student teaching only in his major area.

2. An evaluation of the student teacher's proficiency in the foreign language should be made prior to student teaching.

3. The time interval between the college methods course and the student teaching experience should be as brief as possible.

4. Some type of state coordination and standardization among colleges and universities should exist concerning:

   a. course requirements for the student teacher,
   b. duration of the student teaching experience,
   c. cooperating teacher compensation,
   d. role and responsibility of the cooperating teacher, and
   e. role and responsibility of the local school system.

5. The college supervisor should have a knowledge of at least one foreign language and/or a realization of the value of foreign language in the total curriculum.

6. The cooperating teacher should be provided with an additional period or other scheduled adjustment of time in order to do the necessary planning and evaluation with the student teacher.

7. The college or university should make available to cooperating teachers tuition-free study opportunities relating to teacher education.

8. Evaluations of cooperating teachers should be made from time to time to assure that student teachers are being placed in the best possible situations.

9. Arrangements for observation of teaching situations should be concurrent with or precede the methods courses. These observations might reduce the number of observations required during the actual period of student teaching.

10. The hours spent by the student teacher in oral language practice or in the preparation of materials for classroom presentation should be allowed to substitute for a portion of the hours of observation required.

The Teacher Education Program

The teacher education program should:

1. Include more oral language in the forty-hour requirement to insure oral fluency.

2. Offer courses leading to a broad background in the humanities and the media.

3. Emphasize utilization of laboratory facilities and other instructional media.

4. Include instruction in the teaching of language as applicable to all the levels in the secondary school.

5. Include instruction in the evaluation of student progress.

6. Provide the student teacher with the necessary information and skills to deal with individualized instruction, small group instruction, flexible scheduling, non-graded, and the like.

7. Create in the student teacher an awareness of the need for variation in classroom procedures.

8. Encourage membership in professional organizations and stress the importance of the use of the school professional library.

9. Have adequate preparation in the subject area as determined by some type of proficiency examination.

10. Give the student teacher a background that goes beyond the specific teaching skills and which includes knowledge of the basic theories of learning, current methods of teaching, and the total curriculum.

11. Acquaint the student teacher with different foreign language textbooks, reference books, and instructional materials.

12. Provide an opportunity for a contact by correspondence, preferably involving a personal visit, with the cooperating teacher in advance of the student teaching experience.

The Role of the Cooperating Teacher

Before the student teacher comes, the cooperating teacher should:

1. Acquaint himself with the philosophy of the institution from which the student comes.

2. Prepare his students for the student teacher.

3. Acquaint himself with the background of the student teacher by studying carefully the personal and educational dossier furnished by the college or university.

4. Attempt to meet with the student teacher to discuss the school, the program, and the objectives of the foreign language program.

In the orientation conference with the student teacher, the cooperating teacher should:

1. Discuss the school's philosophy and policies, using the school handbook.

2. Help the student teacher to identify the different levels of ability with which he will be dealing.

3. Acquaint the student teacher with the complete foreign language program and the major objectives at each level.

4. Stress to the student teacher the importance of following a professional code of ethics.

5. Explain to the student teacher that he will be expected to participate in as many different school activities as possible.

6. Introduce the student teacher to members of the administration and provide him with a tour of the physical plant and facilities.

7. Supply the student teacher with room facilities, such as seating charts and working space.

8. Acquaint the student teacher with the language laboratory, resources laboratory, and the like, and their procedures and techniques.

9. Provide the student teacher assurance that he will be able to try out many of his own ideas during the student teaching experience.

10. Provide the student teacher with sample lesson plans and all materials needed or information as to where he may obtain them.

11. Explain in detail the material previously covered in the classes in which he is to teach and the material to be covered during his teaching assignment.

During the student teaching experience, the cooperating teacher should:

1. Supplement the student teacher's knowledge of instructional media and use of the local facilities.

2. Help the student teacher to identify and deal with individual differences, both physically and academically.

3. Give the student teacher good teaching experience and honest evaluation of his performance, discussing all evaluations with him, supervising without being dictatorial and accepting the student teacher as another member of the teaching team in all phases of teaching.

4. Display an interest in the student teacher's interests, abilities, and temperament, acknowledging his contributions to the class. Be receptive to the student teacher's ideas, considering them carefully and criticizing them constructively.

5. Correct errors in procedure and subject matter privately as soon as possible after the errors occur.

6. Remain with the student teacher in the class until the student teacher, through his trial teaching segment, demonstrates to the satisfaction of the cooperating teacher that he can move forward effectively on his own. The cooperating teacher should give some opportunities for

the student teacher to be alone in the classroom with the class. The cooperating teacher should be in the classroom a reasonable amount of time throughout the entire length of the student teacher assignment.

7. Plan a variety of activities for enrichment at this stage of the student teacher's preparation.

8. Not make any surprise assignments, but should inform the student teacher well in advance of his responsibilities and assignments in unit presentations.

9. Create an atmosphere in which the student teacher is free to seek counsel with the cooperating teacher at any time.

The Role of the Student Teacher

The student teacher should:

1. Be conscientious in attendance and be punctual.

2. Take care of school property.

3. Maintain a professional attitude.

4. Participate in a reasonable number of extra-curricular and community activities.

5. Be conscientious in lesson planning and preparation. The student teacher should submit detailed lesson plans to the cooperating teacher at least one day in advance, clearing any innovations in classroom procedures or subject-matter with the cooperating teacher before using them in class.

6. Give his full attention to his classroom experience without carrying additional college courses concurrently with the student teaching experience and not engage in other employment.

7. Accept the same regulations, restrictions, and responsibilities as his cooperating teacher.

8. Not serve as a substitute for any teacher other than the one to whom he is assigned, and then only for a limited period of time during an emergency. In the case of a prolonged absence of the cooperating teacher, the student teacher should be re-assigned.

The College Supervisor

The college supervisor should have a prior acquaintance with a classroom teacher's approach and personality and with the background and interests of the student teacher. In addition, he should be well acquainted with the school system.

The college supervisor should be well versed in the current methods of teaching foreign languages. He should visit the student teacher as often

as possible and have consultations with both the cooperating and the student teacher. He should be informed as to the consultants and specialists in the area of foreign language instruction who can be called in for special assistance.

In a large school system, or where there is a nucleus of several student teachers, the college supervisor might hold periodic meetings with the student teachers to share and exchange ideas related to their teaching experiences. Perhaps a seminar for credit might be given in certain locations where there is a sufficient number of student teachers to warrant such offerings.

Evaluation of the Student Teaching Experience

1. The recommendation of the cooperating teacher should be given deciding weight in the final evaluation of the student teacher.

2. The student teacher's evaluation of his experience with his cooperating teacher should be duplicated and sent to his cooperating teacher so that the cooperating teacher may be consistently upgrading his own participation in the student teaching program.

3. The student teacher should be given an opportunity to evaluate his own student teaching performance.

4. An evaluation of the student teacher's performance should include:

    a. proficiency in the target language,
    b. proficiency in the language arts,
    c. teacher-pupil rapport,
    d. professional attitude, and
    e. creativity

If both the NASDTEC-MLA Guidelines and the recommendations of the secondary teachers who participated in the two Foreign Language Institutes for Cooperating Teachers are compared, it will be found that both segments of the profession want essentially the same things from the teacher preparation programs; the only differences are semantic and stylistic differences in the presentations.

SELF-EVALUATION

The Second Conference on Foreign Language Teacher Preparation

Indiana University
Bloomington, Indiana

December 10, 1966

Upon comparison of the NASDTEC-MLA Guidelines for Teacher Education Programs in Modern Foreign Languages and the recommendations of the participants of the Foreign Language Institutes for Cooperating Teachers, with the added factor of the endorsement of the administrative and certification personnel who had met for the Invitational Conference on Foreign Language Teacher Education and Certification, it became apparent that the various segments of the foreign language teaching profession and their allied fields in the State of Indiana had essentially the same goals in mind for teacher preparation programs. It was then decided by the staff of the Indiana Language Program to build a conference out of the charge that Dr. John E. Reisert had given the profession at the Invitational Conference. Out of this planning grew the Second Conference on Foreign Language Teacher Preparation which was held on December 10, 1966, at Indiana University in Bloomington. Although the Indiana weather forced some of the registrants off the highways that weekend, the hardy souls who met established priorities and immediate, mid-range, and long-range goals for the implementation of the NASDTEC-MLA Guidelines in Indiana teacher preparation programs. Clemens L. Hallman presided.

The tone of the meeting was set by Dr. Emma Marie Birkmaier, a nationally recognized foreign language educator from the University of Minnesota, who discussed the NDEA Teacher Trainer Institute which had been held at the University of Minnesota during the summer of 1966. Following

her presentation, Dr. Reisert repeated the charge that he had given the 1966 spring conference. After lunch the participants broke into small groups to discuss part D, "Features of a Teacher Education Program in Modern Foreign Languages," and to establish some priorities and make some recommendations for the application of these Guidelines to foreign language teacher training programs in Indiana colleges and universities. What follows is the report of these groups.

The characteristic features of a teacher education program in modern foreign languages, as set forth in the Guidelines under item D, have been underscored; beneath them is the recommendation of the group.

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program. The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and it indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

Each institution training teachers should develop a clear statement of the content of its teacher education program for foreign language majors. An immediate priority would be to find out if each college in Indiana has such a policy. Every college teacher should know what the requirements are, and what the standards are. There should be communication established between departments and between colleges.

RECOMMEND: That the Indiana Language Program query all colleges in the State and have them submit their standards and policies.

2. The institution evaluates the previous language experience of all applicants for admission to the institution as well as that of applicants to the modern foreign language teacher education program through the use of proficiency tests in the four language skills. It uses the results of such evaluation for student placement in modern language instruction.

Two evaluations of the student's proficiency in the foreign language should be made, one upon admission of the student to the college foreign language program and one during his college training before he undertakes student teaching. The information regarding the proficiency levels established, the test scores used, and the like should be circulated among the college and university foreign language departments. We must also determine who is to do this evaluation. This seems to be an immediate priority.

RECOMMEND: That the academic department be informed of all students who are preparing to teach and that the department have veto rights if these students do not measure up to standards.

3. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the seven areas of competence outlined in section C above, the institution offers, or provides by special arrangement, instruction in:

   a. The four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of the written language through books, newspapers, magazines, documents, etc.

It should be easy for the student to take courses at other institutions and to transfer credit from one institution to another.

RECOMMEND: That Indiana colleges and universities ought to be surveyed concerning all the points in item 3. This would seem best undertaken via visitation. This seems like an excellent project for the Indiana Language Program.

   b. The major works of the literature. This instruction is largely or entirely in the foreign language.

The future teacher needs to understand not only the literature as such, but also literature as an instructional area.

RECOMMEND: That at least one section of the literature courses be set aside for prospective foreign language teachers. This course, a professionalized one, would include the same materials as the other sections, but students would also learn to handle the literature as an instructional area.*

   c. Other aspects of the culture and civilization. The instruction includes the study of the geography, history, and contemporary civilization.

* The Spanish Department at Indiana University has already designed such courses.

Many of the different values of the culture can be illustrated through the literature of that culture, but literature courses should be integrated with courses in the social studies area. Attempts should be made to incorporate the applicable areas into the student's general educational program; for example, it would be better for the future teacher of foreign language to study geography rather than geology.

RECOMMEND: That an interdepartmental approach to the teaching of culture be considered for development in Indiana colleges and universities.

Students should be given bibliographies and concrete suggestions as to how to continue their training once they leave college.

d. Language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English.

There should probably be some mention of the possibility of utilizing videotaped lectures or films, especially in the smaller colleges where specialized personnel are not available. There seemed a consensus that the courses specified here should be required in a teacher education program.

RECOMMEND: That a general applied linguistics course be a requirement for certification for prospective foreign language teachers.

e. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization including the place of foreign language in the curriculum

While the group felt that these areas certainly should be offerings of the teacher preparation institution, it nonetheless also felt compelled to comment that none of these areas should be the concern (in any depth) of the methods teacher.

f. Methods of teaching modern foreign languages. A study of approaches to, methods of, and techniques to be used in teaching a modern foreign language. There is instruction in the use of the language laboratory and other educational media.

There was a general feeling that one course in methods is insufficient. It was suggested that the methods course should continue through the student teaching experience. The geographical difficulties in student teaching might be solved by designating certain areas for specific languages; then the methods

person could be located in that area to service the program. It was suggested that funds should be found to develop such a pilot program.

4. The institution provides an opportunity for systematic, supervised observation of a variety of modern foreign language teaching situations of differing quality in elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.

Since it is difficult to find enough excellent teaching of the various levels and various materials, a film library would be of tremendous help. It was also felt that large institutions which are preparing teachers should have a laboratory school which teaches ALL the languages which the institution is preparing students to teach. This is an area in which there is a real need for interschool cooperation, especially where observation opportunities are limited as they sometimes are in the smaller institutions.

RECOMMEND: That the Indiana Language Program, in cooperation with the State Department of Public Instruction and the leading educational institutions of the State, should prepare and distribute kinescope and/or videotapes to the teacher preparation schools as a measure to combat the lack of systematic supervised observations.

5. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be a modern foreign language teacher.

The college foreign language departments should provide those supervisors of student teachers who do not know at least one foreign language with suggestions for evaluating the performance of a student teacher in modern foreign language.

There are not enough places where student teachers can work with a cooperating or critic teacher who can serve both as a model and can provide the help the student teacher needs. It was suggested that the Indiana Language Program and the State Advisory Committee for Foreign Languages might well devote some effort to an attempt to see that the cooperating teacher is given a reduced load and recognition of the work she is doing.

Laboratory schools might be used for student teaching as an emergency measure. Practice and observation might be thus combined. It was pointed out that a shorter period of student teaching in a good situation is preferable to a longer period in a poor situation. Student teaching programs should be flexible to meet not only the situation, but also the individual needs of the student teachers.

It was suggested that in preparing FLES teachers we might be wise to emphasize the training of elementary education majors with special areas in foreign language. It was emphasized that a special methods course is required for preparing FLES teachers.

There was general agreement that the implementation of this section is still not effectively realized in the institutions represented. It was pointed out that every effort should be made to pool the best resources for expert supervision. We may need interschool cooperation to build a staff of experts for the State.

6. The institution has a staff whose combined competences are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced foreign language teachers and are themselves proficient at least at the level of "Good" in the seven areas of competence. In addition, the cooperating teachers are interested in having student teachers work under their supervision.

One of the discussion groups felt that the requirement "Good" should be limited to the four language skills rather than to the seven areas of competence suggested. This group felt that the deficiencies in the other areas could be compensated for through a "team" approach, whereas the language deficiencies could not be so met. The mass of the group felt that there was a distinct need to evaluate proficiencies as outlined but that this would be an extremely difficult and "sticky" job.

7. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.

The development of a curriculum library should have immediate and top priority in each institution in Indiana.

RECOMMEND: That each institution have a complete learning resources laboratory. This would include copies of all text materials, films, tapes, resource lists, reference works, professional journals, etc. It was further recommended that the Indiana Language Program make available to the colleges information about the sources of federal funds which would permit them to establish such libraries.

8. The institution provides all students of modern foreign languages with such opportunities for reinforcement of their classroom learning as a language laboratory, foreign films, plays, and lectures; language reading and listening rooms with books, periodicals, records, and tapes; language houses and language tables.

The language laboratory, necessary to reinforce language skills, should be a part of every institution's teacher training program and strong recommendations regarding its use outside of classes should be made. Often in the fourth (senior) year the foreign language fades out of the classroom just at the point when the student is getting ready to enter his own classroom. Some form of language usage outside the classroom is top priority! Drama groups, periodicals, newspapers, language houses and clubs are all extremely valuable.

RECOMMEND: That each of the 31 colleges and universities in Indiana be surveyed to find out what opportunities they offer to the student to use the language outside of the classroom.

9. The institution, if it does not have its own program outside the United States, calls to the attention of all foreign language majors specific foreign study programs which have been carefully selected.

A clearing house of information regarding the quality of foreign study programs would be helpful. It was felt that all teachers need to be very cautious in this area. Overseas programs should be carefully defined; if credit is given, the program should be highly structured.

RECOMMEND: That the Indiana Language Program hold a State-wide conference on overseas programs. There is a need to develop an overseas program open to the entire State. Funding might be possible through the International Education Act.

10. A candidate's achievement in the seven areas of competence is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.

Some members of the discussion sections felt that the testing and recommending for licensing should be considered immediate objectives; others questioned the advisability of licensing on the basis of test scores; all of the participants, however, felt that an achievement score should go into every graduating senior's credentials to aid in continuing education, recommendations, and employment.

It was felt that there was a definite need for a program of follow-up of the student teacher after graduation. If teacher training programs are to be evaluated, the "feedback" such a program would provide is vital.

There was also strong feeling that the methods teacher needs to return to the classroom every three years. It was suggested that the sabbatical year might be used for this purpose.

These were the recommendations made by the Indiana foreign language and methods teachers in considering the NASDTEC-MLA Guidelines. There were, of course, long and involved semantic struggles, but at the conclusion of the conference, some "meaty," provocative and challenging recommendations had been evolved.

APPLICATION

During the December 10, 1966, Second Conference on Foreign Language Teacher Preparation, several members of the Conference indicated that they felt a need for some serious in-depth discussion of the methods course in foreign language teaching. These people expressed the feeling that the December 10 discussions of the NASDTEC-MLA Guidelines was valuable as was the establishment of some priorities for the implementation of the Guidelines, but they wanted a more practical and more concrete discussion of the content of the methods course in foreign language teaching, some teaching techniques for use by the instructors of methods courses, and the identification of teaching materials.

Questionnaires were sent to all the methods instructors who had participated in the previous conferences on methods asking them to indicate their major interests for a seminar-like meeting of methods teachers. The three priorities identified were: (1) content of the methods course, (2) teaching materials for the methods course, and (3) teaching techniques for the methods course in foreign language teaching. The words "practical" and "concrete" appeared again and again in the comments of the methods instructors. Using the results of the questionnaires and comments, Clemens L. Hallman and Lorraine A. Strasheim formulated plans for the First Methods Seminar. Mr. Hallman and Miss Strasheim then served as Co-Directors for the First Methods Seminar, held May 19-20, 1967, in the Indiana Memorial Union on the Indiana University campus at Bloomington. Twenty-four methods instructors from Indiana colleges and universities attended the Seminar.

Mr. Leonard Brisley, Foreign Language Education, Indiana University, "keynoted" the Seminar by discussing "What is the Rationale for the Methods

Course in the Teaching of Foreign Languages?" Mr. Brisley prefaced his remarks with the observations that no one is satisfied with the methods course and that the methods course is the pivotal point of the foreign language major's preparation. He suggested that there were two ways of viewing the methods course:

1. as a procedure leading from a pool of knowledge and experience on the part of the methods instructor to the desired teaching performance of the student; or

2. as communication with a given audience, communication which alters in accordance with the nature of the audience so that the methods course for undergraduates differs radically from the course for native speakers or "retreads."

Mr. Brisley suggested, however, that no matter how much the character of the methods course reflects the influence of the institution in which it is taught or the student groups being taught, the goal or objective remains constant--to teach students to create or construct meaningful instructional situations for the learning of foreign language. Mr. Brisley cited three major functions of the methods course in foreign language teaching:

1. to change, influence, or affect behavior, making a confrontation of the problems of teaching and the people who have been acquiring a skill to bring about a change of identity from a passive to an active role--from student to teacher;

2. to act as a vehicle for change, for it is no longer possible for one to teach as he was taught and so the methods course is an endless reconstruction of the teaching rationale; and

3. to provide a basis for an open-ended, continuing education.

Discussion followed Mr. Brisley's presentation. Following the discussion, Mr. Brisley summarized by saying that the methods course is a step in the professional ladder, a theoretical and descriptive step, which is teacher-behavior oriented and a part of a performance development continuum.

Miss Rita Sheridan, Head, Foreign Language Department, Arsenal Technical High School, Indianapolis, then detailed for the participants "What Should a Student Teacher Know About Foreign Language Teaching When She Comes to Me?" Miss Sheridan's "requirements" included:

common sense
a working knowledge of language
an outgoing personality
self-confidence
an ability to think on one's feet
ability to handle machines, including the typewriter
knowledge of the broad general content on the various levels
a familiarity with the secondary school
in-depth information on student teaching
some knowledge of psychology and reward
acquaintance with the professional organizations
the working and functioning of the language laboratory
knowledge of sources of materials
how to apply for positions

Miss Sheridan's presentation was extremely well received because of its practical, realistic, and good-humored character.

Following luncheon the participants gathered in four small discussion groups to consider the topic "What Are the Various Content Areas <u>You</u> Include In <u>Your</u> Methods Course?" Following the discussion period the discussion leaders, Dr. Robert L. Baker, Mr. Leonard Brisley, and Mr. Clemens Hallman, Indiana University, and Dr. William N. Hatfield, Purdue University, summarized the content areas represented by the methods teachers in attendance. The following areas were identified:

nature of language
language learning
evolution and change in methodology
readings in the professional journals
textbook evaluation (utilizing the state adopted list)
lesson planning
mock or bit teaching
testing and evaluation
professional ethics
classroom discipline (creating an atmosphere for learning)
language laboratory
language practice as a supportive effort

analysis of language content
skill areas
literature
classroom expressions in the target language
visual aids
technology
evaluation of recorded materials
the teaching of culture
appropriate high school course content
classroom demonstration
observations
field trips for vertical high school observations
linguistics
preparation for student teaching
criteria for the selection of materials
adaptation of materials

In conjunction with the panel discussion the need for a curriculum library adequately stocked with materials was stressed. The textbooks in use by the seminar participants were those authored by Nelson Brooks, Robert Lado, Robert Politzer, Theodore Huebener, and Ruth Cornfield. The discussions also pointed up the need for a center or clearing house for films and a library of videotapes.

Dr. William N. Hatfield then presented his evaluation of content entitled, "What Are the Top Priorities in Content in the Foreign Language Methods Course?" Dr. Hatfield's priorities were:

1. Historical perspective: the evolution of teaching methods and approaches

2. Theories of learning, including skill learning and supportive research

3. Linguistics
   a. Clarification of types
   b. Importance and value to the foreign language teacher

4. Practices and procedures for teaching
   a. First day of class
   b. Orientation of students to teaching approach and study techniques
   c. Evaluation processes
   d. Language for motivation

5. Dialogue teaching

6. Techniques of drill and the different types of drills

7. Bit teaching

8. Lesson planning emphasizing activities requiring active student participation
   a. Unit
   b. Daily

9. Observation and/or participation of demonstration classes

10. Testing of all skills

11. Language laboratory

12. Professional organizations

13. Textbook evaluations

14. Literature teaching techniques

Dr. Hatfield stressed the fact that he believed that a particular philosophy and rationale for foreign language teaching must be taught in order to give the student the most solid basis possible; the student teacher is not yet ready to elect a method but must be guided by a well-prepared methods teacher.

Miss Lorraine A. Strasheim then discussed "What Materials Are Available for the Teaching of the Methods Course?" Miss Strasheim noted that the major texts for methods teaching had been cited, and since the discussions indicated acquaintance with films and such materials for methods teaching, she preferred to discuss the use of some materials less generally thought of as "required" for the methods course. She stated the belief that there is an extreme need for relating methods to practice and that the materials needed for methods courses are not methods texts or methods films. She suggested that the methods teacher should require the texts that the students will be teaching from, ideally one audio-lingual and one so-called "traditional" text.

The methods teacher also needs a file of visuals and micro-demonstration units; each introductory discussion of a phase of language teaching should be followed by a demonstration and immediate trial by the students. Miss Strasheim suggested that methods teachers need to make their expositions of theory as functional as they urge their students to be in grammar explanations. She urged as much teaching practice in the methods course as the language practice in an ideal foreign language class. She encouraged the structuring of the course so that the student gets his "feet wet" in teaching experiences of a minute or two as soon as possible--this is the best motivation device possible. She suggested we need more inductive experiences utilizing the technology used in schools. She also urged structural and organized reading programs in the professional journals rather than the free selection of random articles. Miss Strasheim recommended the following teaching materials for the methods course in foreign language teaching:

1. Basic secondary school language textbooks
2. A reference text suitable to language (Bull, Distler, Politzer, etc.)
3. A series of micro-teaching lessons (basic sentences, 5 or 6 sentence patterns, 2 or 3 line dialogues and appropriate audio-visual aids)
4. Structural reading program in appropriate professional journals

Miss Strasheim's presentation and the discussion which followed concluded the first day's sessions.

Miss Virginia Garibaldi opened the second day's sessions with her presentation "What Are FLES Methods? What Should Be Done About FLES in the Foreign Language Methods Course?" She outlined several reasons why FLES must be introduced into the methods course: (1) secondary school teachers will have to cope with students who have had elementary experience;

(2) the long language sequence is a team endeavor and the roles and functions of the various phases have to be understood; (3) secondary programs often expand downward and involve secondary school teachers in the program development; and (4) secondary teachers can influence foreign language majors into FLES careers. Miss Garibaldi said that bibliographies are not sufficient background in FLES, that all teachers need to know the rationale for FLES (the need for longer time to accomplish foreign language goals, Penfield's neurological reasons, and the sociological reasons), the different kinds of FLES materials and programs, and the capabilities of the FLES student. Miss Garibaldi urged methods teachers to be alert to the massive changes now occurring in FLES education and the trend toward the use of foreign language as a tool to other learnings. The discussion which followed was lengthy and lively.

Dr. William N. Hatfield then outlined the means by which a methods instructor can remain professionally "up-to-date." He presented a dozen possibilities.

1. Professional meetings and journals
2. Dr. John Carroll's article "Research in Foreign Language Teaching," in Gage's Handbook of Research on Teaching, Rand McNally and Company, 1961.
3. Dr. Emma Birkmaier's article, "Modern Languages," in the Encyclopedia of Educational Research, 37th ed., The Macmillan Company, 1960.
4. The Northeast Conference Reports
5. The MLA-ERIC Bibliography
6. ACTFL's Foreign Language ANNALS
7. Kentucky Conference
8. Journal of Educational Research
9. Goodlad's The Changing School Curriculum

10. New materials coming onto the market

11. A.S.C.D. publications

12. School visitations

13. Computer-assisted/multi-media/programmed instructional programs

Dr. Hatfield then led a group discussion of the problems in methods teaching. The discussion centered about the question "Who is to recommend whether or not the student is to be permitted to student-teach?" The group consensus was that this problem has to be resolved within an individual institution but that the language department, the education department, and the methods teacher must work together to evolve the criteria and processes for such recommendations. No single institution represented has found a successful way of handling candidates for student teaching with personality or emotional problems.

The First Methods Seminar's final presentation was made by Mr. Alfred Smith, Foreign Language Education, The Ohio State University, Columbus, Ohio. Mr. Smith discussed "What Techniques Can Be Used in the Teaching of the Foreign Language Methods Course?" Because Mr. Smith's presentation was so warmly received by the members of the First Methods Seminar and because it proved to be so full of information, many participants requested copies of his presentation. Mr. Smith graciously agreed to the reproduction of that presentation in these proceedings; that presentation follows.

SHOW AND TELL

Alfred N. Smith
The Ohio State University

Mr. Smith made the final presentation at the First Methods Seminar. He prefaced his presentation by remarking that since he had not heard the previous discussions of the Seminar, he had no way of knowing whether a description of his program would be applicable to the purposes of the Seminar or not.

I. Rule of Thumb - Practice what you teach. Before discussing techniques to be used in teaching a methods course I would like to make a general statement that may be so obvious as to seem insulting to some of you, but a truth that needs constant repetition. And so I repeat it. A methods teacher must be an exemplar, a model. If his students are to consider seriously what the methods instructor says about learning and the classroom situation, then he must be sure that these same principles are at work in his own classroom. If he stresses the fact that the objectives and "ground rules" of the classes of his prospective teachers must be clearly established in the beginning, that the student must know what he is expected to do and not to do, and why, then it seems only reasonable that he begin his own course that way. If, when discussing testing procedures the methods instructor insists that the assignment for study and review be made as specific as possible for the student, that directions be made clear, that students must be acquainted with all the techniques used on the test before the test, that "the point at issue is the nature and extent of the student's knowledge, not the manner in which he is to demonstrate it," as Brooks says, then he must observe these very procedures in his own testing. Because we are dealing with college students and adults, I think we sometimes get the notion that these learners no longer need to be taught, that they can teach themselves with occasional guidance and some off-the-cuff lectures. One has only to listen to a gripe session of college students to know that this is not true. Sound teaching

techniques and careful preparation are important at all levels and do not stop at the end of grade 12. Essentially what I am saying is that the methods instructor perhaps more than any other faculty member (I say more than any other for dramatic effect) must (pardon the poor pun) "practice what he teaches."

II. The "Hows." The topic that I am to treat today seems to fall under the category of "How": "What Techniques Can Be Used in the Teaching of the Foreign Language Course." A subtitle to this topic that immediately came to my mind, having two children in elementary school, was "Show and Tell," or perhaps more appropriately: Tell and Show. And since I believe that a methods course should be, above all, practical, I would add: Tell, Show, and Practice. Demonstration is an essential part of the methods course. Dr. Edward Allen, the Director of the Foreign Language Education program at OSU half-jokingly remarks to his methods students on the first day of class that the prerequisities to the methods course are cheerleading, modern dance, and dramatics. I say "half-jokingly" because one has only to see Dr. Allen in action to realize that when he says this "half-jokingly," the statement is also made partially in earnest. And I say "half-jokingly" that perhaps these would also be good prerequisities to require of the methods instructor.

A. The first "How" - How to begin the methods course. I am sure that in the last day and one-half it has been stated that students in methods classes need to be made aware of the nature of language and language learning and become acquainted with the contributions of psychology, anthropology and linguistics. It seems logical to begin the course with a careful consideration of these areas, for after all how can we expect the student to understand the teaching techniques that we propose until he first understands the nature of the subject he is to teach. But how do you conduct this introduction?

1. Do you give a stimulating lecture answering such questions as: What is language? What do linguists, psychologists, and anthropologists tell us about the nature of language? What are the problems of second language learning? In what order should language skills be learned to achieve the best fluency in all aspects of the target language? What is the importance of learning a second language? At what level is it best to begin teaching it? Yes, you can do that.

2. Do you assign reading the first few chapters of Lado or Brooks and then discuss the reading material? Yes, you can and should do that.

3. What else can you do? One technique which I have found successful in getting students interested and involved on the first day is to use a sort of modified guided discovery discussion technique. I start by quoting the first few paragraphs of Chapter 1 of The ABC's of Languages and Linguistics by Ornstein and Gage which reads:

> Probably one of the first things you did this morning was to talk to somebody. What's so remarkable about that? Most of the other two and one-half billion people in the world did the same thing. But suppose that a dog awoke one morning and started talking! It would make the front page of every newspaper in the world.
>
> We are so used to talking and hearing other people talk that we forget what a marvelous accomplishment human speech is. Only when we consider the plight of not being able to talk may we fully appreciate its importance and begin to understand what it is to talk.

Then I thow out the question "What is language?" and we put our heads together to see if we can come up with a definition or several. I put the suggestions on the board and list similar ones in categories. I accept anything and everything and get such comments as:

a. Language is communication.

b. It's words or vocal sounds put together in a meaningful way to enable man to refer to his thoughts and environment.

c. It's phonology and grammar.

d. It's the exclusive mark of man.

e. It's verbal behavior.

From this list I base questions which help to expand these initial ideas. This goes something like this: Someone said language is sound. Do all languages have the same sounds? No. Do infants make sounds that aren't a part of the sound system of the community's language? Yes. Any reason why certain sounds are included and others excluded? This series of questions eventually leads to the conclusion that the choice of sounds seems to be quite arbitrary.

Someone said language is verbal behavior. Is all language verbal? This leads to the consideration of gesture, stance, manner of address, animation and glance, intonation, pause and delivery. What do you mean by behavior? This leads to such statements as: Behavior is learned, it's a matter of performing habits, it is culturally prescribed.

After this discussion, we examine all the parts, what has been accepted and rejected and try to pull together a general definition. The following is a definition that my methods students came up with last fall which certainly can compete with and sounds very similar to definitions found in many linguistic texts:

> A language is an arbitrary set of verbal and non-verbal behavior patterns organized by human thought and learned in a particular cultural context.

4. Another way of initiating this discussion (which I haven't tried but which was suggested to me by another instructor who says it is effective) is to give the students a series of true and false statements about language and have them react to them. Such statements as: a. Language is primarily what is said and only secondarily what is written. b. In order to know a

foreign language you must first be able to analyze its grammar before you can "perform" it or "behave" it. c. Some languages are more logical and more difficult than others. These statements not only provoke discussions on the nature of language, but also expose many popular misconceptions about it.

I then follow up this activity by assigning related reading in the methods text (Brooks) and on the next day show the first part of the MLA CAL films on The Nature of Language and How It Is Learned.

On the third day we re-examine our definition of language, consider certain unique factors about second language learning and how it differs from acquiring the mother tongue, and begin formulating certain implications for foreign language teaching based on this discussion.

At this point before any formal treatment or explanation of modern teaching techniques is handled, I have a friend of mine from the Slavic Department, who is well versed in modern methodology, come and teach a 20-30 minute lesson in Russian, teaching a few conversational expressions, a simple grammar point, and conducting some drills. This is what is known as the "shook language" technique and is commonly used to help the methods students realize the role of the student and to help them to understand the feelings and intellectual processes that their students will experience. The methods instructors I know who use this technique, however, spend from several days to several weeks on this activity and do not introduce it until their students are well acquainted with modern methods. I have found that one 30-minute demonstration is quite sufficient (besides, there is too much to do in a methods course to spend any more time than that) to give the students the "feel" of the learner's position and using it the first week of the methods course before modern techniques have been treated serves as an excellent springboard for the presentation of these methods because this experience brings much more meaning to it.

B. The second "How" - How to introduce the first important classroom techniques. From the first day I try to establish an accepting friendly atmosphere and make the point that this is a practice session, a rehearsal so to speak, perhaps the last big rehearsal before the jump into student teaching and the classroom. And just as the conductor of an orchestra will frequently stop during rehearsals and ask individual musicians to play in order to provide additional practice, make suggestions and iron out rough spots, I encourage my students to be willing to get their feet wet and try out the techniques that I demonstrate. I explain that there will be daily rehearsals. Certain presentations will be assigned and prepared in advance, and students are graded and critiqued on these. Often, however, after a short demonstration I ask, "Who would like to try this out?" There are usually many enthusiastic volunteers.

For such participation to be successful, each technique has to be broken down into steps, and each step practiced before mastery of the whole can occur. This makes psychological sense. Therefore, the first techniques that I teach are not the dialogue, questions-answers, directed discourse or pattern drills, but the simple oral practice skills. Students cannot handle any of these activities with ease and confidence until they can manipulate proper oral practice procedures.

I begin by demonstrating how to model a basic sentence or a dialogue sentence. I have several students practice this first step. I demonstrate backward build-up. I demonstrate how to elicit full-choral, part choral, and individual repetitions with appropriate gestures. Several students try out these steps. I illustrate correction and reinforcement techniques and how to handle hesitation and fumbling. Finally I put all the steps together in one sequence and ask several student to practice.

C. The third "How" - How to demonstrate the first day of class. What the teacher does on the first day of class is extremely vital. The teacher must spend some time orienting his students to the special features of the beginning language class to assure the development of proper attitudes and undertakings. I don't simply give them a list of things they should say to their students, but I present the orientation to them in the exact way and in the same language that I would use with a group of junior or senior high students, for the way in which the orientation is presented is as important as what is said. I then show how during the latter part of the first class hour they illustrate what they've been explaining, by actually beginning the first lesson in the foreign language. I demonstrate the techniques of giving the students foreign language names and the teaching of the first few conversational expressions. Again students are given an opportunity to try out these techniques immediately. To give my students a concrete reference for these first-day activities, I mimeograph and distribute my lesson plan and refer them also to the lesson plan provided in the Teacher's Edition of the Holt Materials: Ecouter et Parler Level I.

And so goes the rest of the methods class as far as teaching specific techniques is concerned. We discuss the techniques, I demonstrate the techniques by actually teaching brief lessons, and they practice through peer teaching: Tell, Show, and Practice.

D. The fourth "How" - How to critique. Formal bit teaching presentations (I require 4-5 during a quarter which are assigned and prepared in advance) are, of course, graded and critiqued. To avoid long, negative critiques, I follow these procedures (at least with the first few demonstrations which help to make each bit teaching experience a successful one for each student.

1. I give the students plenty of time for preparation--from four days to a week.

2. They first prepare a detailed lesson plan of what they are going to do, including a description of props and visuals and how they will be used, directions in the foreign language preceding each activity, transition statements in the foreign language between activities, and a complete writing out of the various exercises including what the teacher says and the expected student responses. (The students are given copies of my lesson plans in advance of this assignment.) These lesson plans are submitted to me before the presentations are ever given. I carefully grade each lesson plan, correcting mistakes in the language, indicating areas where difficulties might arise, and suggesting improvements.

3. I divide the class into several small groups (I have from 25-40 students in a class each quarter) and each group comes to me several days before they are scheduled to do their presentations to pick up their lesson plans. At this time in the smaller groups (this is outside of regular class time) I pass back the plans, give the students 20-30 minutes to make the suggested revisions, help them individually, and then each student is given a chance to have a short rehearsal of his plan. I dismiss the students who are having no problems and work a short while longer with students having pronunciation problems or other difficulties.

4. Students are now ready to give their presentations before the entire class. The critiques that follow these presentations are generally very short, for much help and correction have already preceded the actual presentation. The first thing I do during the critique is to ask the student how he felt about his teaching and what areas of difficulty he encountered, if any. In other words I ask the student to criticize himself first. This

opens the door to anything I might like to add. I then ask the class to react to his remarks. Then if there's anything left for me to say, and often there isn't, I make additions and summarize the critique.

This is the most positive way I know of handling the critique. Students do not like to be severely criticized before a large group, especially a groups of their peers. Nobody does for that matter. The process may not be applicable to your situations, especially if you have smaller numbers in your methods classes. In smaller more intimate situations, criticism is usually much easier to deal with.

E. Other "Hows"

1. Projects, reports, and committee work.

a. Evaluating instructional material. I use basically a committee approach in dealing with the examination and evaluation of instructional materials and textbooks. One of the texts required for the methods class is an actual language textbook. For last fall's methods course I chose the text adopted by the Columbus Public Schools, for many of our students obtain positions in this system or in the outlying areas. This text also serves as a basis for the preparation of the student's lesson plans. Before examining other materials, we conduct a careful evaluation of this text considering such questions as: (1) What is the basic teaching philosophy upon which the materials are based? (2) Do the materials do what they propose to do? (3) What is the scope and sequence of the materials? (4) Is the presentation psychologically, linguistically and culturally sound? (5) Is the interest level appropriate? (6) Is the format attractive? (7) Are appropriate teaching aids provided (i.e., tapes, visuals)? (8) Are there tests which accompany the materials, and if so, are they closely and properly integrated with the content of the text?

The evaluation of this text last fall resulted in a very profitable group project. The students discovered that the text provided very few visuals and the ones that were available were very ineffective. We then set about the task of providing visual suggestions for each of the 400 basic dialogue sentences in the text. Each student was assigned a certain number of sentences for which he had to supply visuals which he put on ditto masters. The end product was a 25-page visual booklet to accompany that text, and each student got a copy.

After evaluating the basic text for the course, I divided the class into several committees. Each committee was given a widely used text and all accompanying instructional materials to evaluate. I included texts representing the various methodologies. Each committee member selects a certain aspect of the materials he would like to examine. The committee then gives a short report before the class including a general description of the materials, an evaluation, and recommendations for adaptation. These reports are mimeographed and distributed to the class.

b. Projects in literature. I have found the use of projects valuable in the teaching of literature also. After having discussed and demonstrated the techniques of introducing a book, introducing and motivating the reading assignments, teaching vocabulary through context, conducting and stimulating discussion, analyzing style, character, and plot, developing composition activities, and using appropriate testing procedures, I ask the students to select a particular chapter in the novel, play, or whatever work we're developing and develop a unit plan on the chapter including all the activities that had been covered in class. The students are also required to prepare a bit teaching presentation based on a portion of their unit plan.

2. Testing - Again I present many examples of as many kinds of tests for the four skills as I can find that are suitable. The Cope III filmstrip and the record from ETS is a good introduction and Lado's book on Language Testing is very helpful. We discuss writing appropriate directions, constructing items and providing adequate distractors. We spend some time in class as a group writing items and distractors. I have asked students to make up tests which are then administered to the entire class. This is a good way to discover quickly certain weaknesses in the test construction.

3. The language lab and electronic equipment - We offer a complete course in the language lab and the use of other electronic equipment. I will simply list a few of the techniques used in the teaching of this course: (1) Use of the equipment is demonstrated and practice sessions are provided. Last quarter after having demonstrated such things as the basic steps in recording and playback, splicing, copying, exploding, cleaning the recorder, erasing, etc., I set up various stations in the classroom where students could practice each technique. Students were divided into groups which rotated from station to station. (2) Students are required to buy their own three-inch reel tapes. During the quarter they construct pattern drills, listening comprehension tests, question and answer exercises and tape them. They are first shown how to prepare a tape script. Each script is checked before the student is allowed to make his tape. This eliminates many mistakes that the student would otherwise make without this guidance. (3) Visits to various high school labs should be provided. Several group visits to the campus lab are planned at which time students are given a chance to practice monitoring techniques. (4) The film-strip series Taking the Mystery out of the Language Lab produced by the 3M company is shown as an introduction to many of these experiences. (5) Various companies are invited to demonstrate

their equipment to the class. (6) Demonstrations are given by the staff of the audio-visual center on the use of the overhead and opaque projectors, felt boards and magnetic boards. Students are usually required to prepare demonstrations involving the teaching of grammar points, pattern drills, vocabulary, etc., using this equipment.

4. Professionalism - The best way to make students aware of professional and state organizations, publications, and journals is to give them actual contact with them. By that I don't mean holding up a copy of the French Review and saying, "This is the French Review and you should subscribe to it." To familiarize students with professional journals I usually require a number of readings during the quarter related to various course activities. These readings are discussed, and I keep a list of pertinent pedagogical articles. I also call for other extended readings on areas of interest and require a written critique of the articles. All meetings of language organizations in the Columbus area are announced in class and students are encouraged to attend. When Fred Eddy spoke at the Central Ohio Modern Language Teachers Association last fall, I dismissed my class and required everyone to attend.

5. Observations - It is becoming more and more difficult to provide experiences for observation of foreign language classes because of the increasing number of student teachers and students in teacher training programs. No one would deny the importance of having students make observations of live teaching situations. The extent to which the student profits from such opportunities depends a great deal upon the preparation he is given before and the follow-up that occurs after each observation. I am very leery of one shot observations where the students are not previously informed as to what development has led to the present lesson, the content and aims of the lesson, and the nature of the class.

a. Lab school or observation of your classes - You can have preparation and follow-up and critique.

b. Public schools - You can provide idea of second school situation for contrast.

c. The students must be prepared. Tell them how to behave.

6. Guest speakers - There are many resources available to most communities and the students do get tired of your face. Some of the people available are:

a. State consultants

b. Master teachers - can do some demonstrations for you. They can give talks on language clubs, scheduling labs, and the like.

c. Panels of student teachers, first-year teachers, and master teachers can be used to describe future situations.

The First Methods Seminar ended with a luncheon for the participants at which time Miss Strasheim summarized the proceedings and the salient points of the various presentations and discussions. No attempt was made to evolve the "ideal" methods course; the objective was rather to expand each methods instructor's thinking about the techniques, materials, and content areas of the methods course in foreign language teaching through discussion and communication with other methods teachers and to gain a kind of consensus as to content areas.